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Are Graduates Equipped For Right Use of Leisure—A Symposium

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Zeppelin Wonder

THERE is nothing left to be said of the miraculous flight of Graf Zeppelin. Its achievements are beyond any reach of human imagination, but a remark of Captain Lehmann, the flight commander, is suggestive even to the human mind. When asked in Los Angeles for the secret of the history-making world cruise, he replied: *"Careful preparation, a good crew, meteorological navigation, a good ship, and good luck."*

All of this is translatable into human affairs.

Careful preparation! It is said that the best authorities in Germany, and there are no better, were consulted. There was no one allowed to make anything that was to go into that ship if there was any one who could have done it better.

A good crew! The human element was even more important than the perfection of material and workmanship. There was no possibility of friction in that crew. There could be no jealousy, no envy, no liability of a strike in any port. They were manly men who could be trusted to the limit anywhere at any time.

Meteorological navigation! The latest word in science was at the command of the flight commander. There was no superstition, nobody was looking backward and walking backward.

Good luck, which would have been "Divine Providence" if Calvin Coolidge had replied as he did in referring to his remarkable success as flight commander of the ship of state.

Carlyle Adams, assistant editor of the National Education Association, has an address on "Education for a Changing World" that has the impressiveness of exceptional experience and the artistic skill of platform effect.

McGinnis, Perth Amboy

DR. W. C. McGINNIS accepts the superintendency of Perth Amboy, N.J. He will be assistant superintendent till February 1, when he will become superintendent. Dr. McGinnis has the distinction of having declined the election to the superintendency of Chelsea and Fitchburg. As superintendent of Revere for several years he was one of the highly efficient administrators, professionally and administratively.

Dr. Sutton's Triumph

WE HAVE never known anyone to win such universal and ardent appreciation as Dr. Willis A. Sutton of Atlanta won as host to the National Education Association this year. Of course he had the Southern hospitality behind him. It was a great asset that there had been a general expectation by those in attendance that they would be uncomfortable.

There had been a whispering campaign, as it were, that it would be insufferably hot in Atlanta, so that there was a general feeling that it was a sort of martyrdom to attend this year.

But the Lord seems to have created only one supreme host, educationally at least, and his name is Sutton. The first thing everybody said at Atlanta and has been saying ever since is praise for Dr. Sutton as master artist as host.

Norton - Alltucker - Nortons

MR. and MRS. JOHN K. NORTON, Stanford University, August 23, were Dr. John K. Norton, head of Research Department, National Education Association, since 1922, and Dr. Margaret M. Alltucker, first assistant director of Research Division since 1923. Dr. Norton is a graduate of Stanford, and Mrs. Norton has her bachelor's, master's and doctor's degrees from the University of California. Under their direction research has been a searching of the present as well as researching of the past. Has dealt with life as well as death.

Marcus White Retires

AFTER thirty-five years as principal of the New Britain, Connecticut, State Normal School, Dr. Marcus White asks to be retired. He is one of the eminently successful graduates of the Westfield, Massachusetts, State Normal School, 1882.

Dr. White has developed a thoroughly modern professional school, and has one of the best State Normal School plants in the country. He has been a forward looking educator, but has never looked farther ahead than he could see the way to get there. His professional personality has made him a leader in the state for more than a third of a century.

E. E. Bass of Mississippi

FOR forty-five years E. E. Bass has been the pioneer in educational progress in Mississippi with Greenville, the seventh city in the state, of which he is superintendent, as his vantage ground. No one man living has had such a vision or such heroic professional courage.

His first Christmas week in Greenville, 1884, he went a hundred miles to attend the State Association, where he was one of ten men who consecrated themselves to creation of educational spirit in the state.

Mr. Bass at once became interested in the National Education Association, and has been a devoted member, attending more meetings than any one else in the state. It has been a pleasure to know him in that connection.

Greenville, now a thriving city of more than 12,000 population, in keeping with the progressive atmosphere of his creation has a new junior high school building, costing a quarter of a million dollars, which is appropriately named the "E. E. Bass Junior High School.

Professionalism in Wisconsin

OF 13,482 high school seniors in Wisconsin who expressed their preference for a career in a state-wide psychological test in June, almost one-third, 3,687, preferred teaching. Next highest was stenography, 2,507. Engineering was third, 1,003. There were twenty-one occupations, trades and professions, but only three had as many as one-twentieth of the whole number. There is no wonder that young teachers are trying to crowd out those in the profession.

Heroes of Peace

THERE are songs, poems, plays, pageants, folk dances and selections from the writings of famous men and women, classified for adaptation to the age of children, that may be had free by writing to the Woman's Industrial League for Peace and Freedom, 1924 Chestnut Street, Philadelphia.

Salem, Massachusetts, Anniversary

THE Massachusetts State Teachers College at Salem will celebrate its seventy-fifth anniversary on September 19-20-21. It will be every way worthy the occasion. Officially professionally it will receive messages from the United States Commissioner of Education, the State Commissioners of the six New England States, and the Assistant Commissioner of Massachusetts, Presidents of the Massachusetts Superintendents Association and High School Principals Association.

Non-professional official greetings by the Governor and Mayor.

Non-official messages from J. Asbury Pitman of the State College, Dr. Arthur C. Boyden, Bridgewater; Dr. John L. Alger, Rhode Island; Dr. W. C. Bagley, Teachers College, New York; Dr. Charles H. Judd, Chicago University, and Dr. A. E. Winship, former member of the State Board of Education.

San Diego State College

DR. EDWARD L. HARDY, president of the San Diego State Teachers College, has received from the San Diego City Board of Education a check for $325,000 in payment for the buildings of the State Teachers College and the seventeen acres of land in connection therewith, and is to start at once on a million-dollar college plant on the fifty acres given the state at the Mission Palisades. This will be the great State Teachers College of Southern California, the professional state institution south of Fresno in the San Joaquin Valley and Santa Barbara on the coast. The location, the buildings and equipment and the college will all be worthy the noble spirit of Southern California.

Carlos B. Ellis for Mayor

CARLOS B. ELLIS, principal of the Commerce High School, Springfield, Massachusetts, has resigned, and is a candidate for the mayoralty nomination. He had the largest school in the city, and a host of the business men of the city have been students of business in his school in thirty-one years, and several of the most successful business men of the city were started in their careers by his personal interest. If there is any appreciation of the personal service he has rendered there will be no anxiety about the financing of his campaign. No one could be better fitted to be mayor.

Miss Lay's Vacation

MISS ISOBEL R. LAY, who is a vital factor in the making of the Journal of Education, has had an interesting five-weeks' vacation in California. She not only saw things in the state that I have never seen, but made several excursions above California that I have never made. She went high and fast just for the fun of it.

Rhythm

A. A. MILNE, in the "Christopher Robin Reader," tells children of the second and third grade what it means to write verses.

"In writing verse the rhythm is more important than the rhyme. What it means is 'the time that the verse keeps.' Every piece of poetry has a rhythm of its own, which it is humming to itself as it goes along, and every line, every word, in it has to keep time to this music. That is what makes it difficult to write poetry, because you cannot use just any words in any order, as long as it is sense and grammar, but you have to use particular words in a particular order, so that they keep time to the music and rhyme when you want them to. If you can find words which keep time to the music, and which are just the words for what you wish to say, then the verses which you write are verses which sing themselves into people's heads, and stay there forever, so that even when they are alone they have this music with them for company."

Summer Schools, 1929

SUMMER school attendance broke all records. This was especially true of graduate courses.

There is no possible doubt that summer school study improves the school work of teachers in service.

There are indications that those who did graduate summer school work in expectation of promotion in position are largely disappointed. Creating false hopes is often a serious mistake.

Appreciation of E. C. Hartwell

ONE really great event of the season has been the appreciation of Dr. Ernest C. Hartwell, superintendent of Buffalo for eleven years, by the city board of education, representing the appreciation of all classes of citizens.

He has been twice elected for terms of six years. His present term of six years will not expire till the summer of 1930.

He has been unanimously and enthusiastically re-elected for a term of six years, beginning in the summer of 1930, at a salary of *fifteen thousand dollars*.

Buffalo is not naturally a bed of roses for public servants. It is a city of more than half a million people. It is about twice as large as any city in the state except New York. There is no city in the country with more opportunities of political, industrial, financial, international, racial and religious excitement than in Buffalo.

Dr. Hartwell's eleven years have been the most restless years in times of peace that the world has ever known.

In the midst of all of these liabilities Dr. Hartwell has put in action as many new and unusual educational activities as have ever been pioneered in any American city. And he has been one of the most outspoken men on all educational questions that have arisen.

The really remarkable feature in this unanimous re-election a year ahead of time for a term of six years at a large salary, is the fact that every group and interest that might have objected joined the pageant of devotion, insisting upon unanimous and enthusiastic appreciation of the notable service of eleven years.

Belding's Page

NEW BEGINNINGS

ONE advantage of the summer vacations is the opportunity for fresh starts that come with the opening of each school year. New Year resolutions are not to be compared for efficacy with the resolutions formed during the summer. First, because there is leisure in which to form them—with shortcomings of the previous term as starting points. And, secondly, the school year stretching ahead is marked by change of opportunity and surroundings.

The value of the fresh start at this season is available to pupils and teachers alike.

Take the teacher who has engaged in professional study during the summer. He or she returns to the task of instruction with a multitude of plans and strengthened purposes. Even the teacher who has not studied at all, returns to meet new faces, new situations, with a rested mind and a revived spirit. Conditions are right for an improved performance. The teacher has one more year of experience in the background to enhance facility. If the new school term doesn't result in better teaching, it is probably the teacher's fault.

With the learner, also, the return to school in the fall brings a sense of beginnings. New teachers are to be met. One will be seated in a different room, and in another part of the room, with an altered geographic relationship to other boys and girls. Studies will be new. Youth, too, is reinvigorated by the change and rest. Lessons had become a bore last spring. Now they are approached with eagerness.

Surely the long vacations are a help to progress!

A NOISY WORLD

ONE of the last things we are going to learn about the guarding of our complex nervous systems is the need of reducing noise.

The roar of any of our great cities is something terrific. The din of riveting hammers wherever a new building is in process of erection racks the ears of all in the vicinity. The automatic "pickaxe" for loosening old pavements performs a similar disservice to the eardrums. Street cars clatter and slam and clang and shriek. Kindly inventors are trying to devise noiseless street cars and have to some extent succeeded. But for the most part the inventions still await adoption by the traction companies.

The automobile, by nature a silent vehicle, proceeding with velvet tread upon its cushion of air, hath yet a horn, which can create the most fiendish disturbance of any known implement. Think of the nervous upsets caused by the incessant tootings by moron motorists trying to signal their friends. We cannot even enjoy a musical entertainment out of doors without a chorus of raucous applause from auto horns following each selection.

Think of the rumbling, vibrating trucks, and what they do to us. Think again of the airplane. Every day brings fresh recruits to the forces which beset us overhead. Airplane motors make no end of racket. Folks who reside near aviation fields have complained to the courts because of the noise. But the courts are powerless to go ahead of public opinion and the law. And these do not rate excessive noisiness as a crime or even a misdemeanor.

Studies of the effects of noise are being made at Colgate University and elsewhere. Such studies deserve more publicity than they are getting.

Who shall say that a substantial reduction of noise would not be followed by an appreciable lessening of the number of persons annually committed to insane asylums—not to mention those consigned to cemeteries?

GORGAS AN INSPIRATION

THE visitor to Panama, a few years hence, will see two statues near together there: the one to Balboa, the other to Gorgas. Beside the explorer whose eyes were first to gaze out upon the vast Pacific ocean will stand the surgeon and administrator whose labors in the destruction of mosquitoes freed the Canal Zone from yellow fever and thus enabled the great waterway to be built joining the Pacific with the Atlantic.

There will be inspiration in the name of William Crawford Gorgas for many generations of mankind. His death in 1920 put him among the immortals.

At Havana in 1901 and 1902 this army surgeon had demonstrated what could be done by patient, painstaking effort to drive out yellow fever. Havana residents to the number of 50 in some years and 1,000 in other years had been dying from that dread disease prior to the coming of Gorgas. The year 1902 saw only five deaths from yellow fever in Havana.

Reaching the Canal Zone in 1904, Gorgas repeated his performance under different circumstances and with even greater thoroughness. A year or two after his arrival he offered a reward of $50 to any person outside the health service who should report a case of yellow fever. The sum was never awarded.

Anson W. Belding

Associate Editor.

Are Graduates Equipped for Right Use of Leisure?

By ADELE H. STAMP
University of Maryland, College Park, Md.

THE changes effected in the length of the working day for industry from twelve and fourteen hours to eight and the present agitation in the form of a six-hour day mean not only more leisure for the working people, but carry with them a big problem of how these people are to use this increased leisure. They have not been educated for it and unless a carefully planned recreation program is ready for them to adopt this added leisure will be more detrimental than beneficial. This is a challenge to the recreational organizations and workers everywhere. How are we to educate the industrial girls, women and men for leisure? Certainly we will turn to our college graduates for leaders, and hence this question arises—are we equipping our college graduates for leisure?

The first step in this direction is indicated by the change in physical education. A number of years ago, under the dignified name of "physical culture," since college education meant culture, it consisted of esthetic exercises performed to slow music and called "Delsarte." The pre-war costume consisted of a bulky pair of pleated bloomers, made to look as much like a skirt as possible, and in many instances over these was worn a wide, heavy pleated skirt. These costumes were designed for anything but freedom of movement and action. Now, however, we have a sensible, hygienic costume, planned to give freedom of movement, and at the same time being in good taste. With the passing of the Delsarte type of exercise, and the changes in costume, our program of physical education has changed. We now aim to give the girls the type of exercise they will use after they leave college, as well as during the college years. Instead of giving the college students unending hours of dumb-bell and Indian club drills, we emphasize a sports program and seek to include such exercises as golf, swimming, riding, hiking, etc.

Not only along lines of physical education, however, are the colleges of today striving to equip their graduates for leisure. The second step is seen in the extra-curricula activities. There are on every college campus a host of organizations that range all the way from the College Glee Club to a Home Economics Club.

Some of these organizations found on every campus are: Women's Student Government Organizations, Dramatic Clubs, Y. W. C. A., Journalistic Clubs, Debating Societies, Opera Clubs, Glee Clubs. In this way the girl or boy has a chance to develop his or her particular bent or talent. If her chief interest lies in the drama, the dramatic clubs offer her an outlet. If, on the other hand, her chief interest lies in debating, in music, or in writing, corresponding organizations give her an opportunity to develop her talent or "ride her hobby." The Y. W. C. A., through its big sister movement and its carefully planned program along social as well as educational lines, helps to take care of the shy, diffident girl, who needs to be looked after, encouraged, and her initiative developed. The W. S. G. O. in colleges gives training in leadership, in responsibility, in logical thinking and in making decisions.

A third step in the colleges of today in preparing graduates for the right use of leisure is seen in the changed curricula. The addition to the liberal arts curricula of the social sciences is a big step in that direction. The graduates need to be interested and informed in community and national affairs. They must feel their responsibility as members of society. Higher education in the past dealt in personal culture, today we are more interested in socializing the individual.

We are equipping our graduates to use leisure worthily. For the right use of leisure enriches the mind, increases appreciation and quickens finer emotions. The college graduates should "see life steadily and see it whole."

By FRANK CODY
Superintendent, Detroit, Michigan

I KNOW that we are making a thoroughly organized effort to do just this thing for the graduates of our Detroit high schools. In fact, we have been doing this ever since Clarence Kingsley and his committee formulated the Seven Cardinal Principles of Secondary Education. Whether or not we are succeeding is another question, though it does not seem to me probable that so much effort can be entirely without fruit.

Our High School Circular of Information, which is placed in the hands of every pupil in the schools, contains this paragraph:—

> "As we have more leisure than our ancestors, training in its worthy use is important. Reading, music, art, and all possible athletic games are, therefore, set up as a regular part of the high school course. We believe that the two most useful methods of employing leisure time are in physical exercise and in the exercise of the mind."

In our health education department we do whatever is possible to form in our pupils the habit of taking regular physical exercise of some sort, especially those exercises of such a nature that

they can be continued regularly after the pupil leaves school. Of these exercises, walking is the most available, partly because it is the least expensive. Swimming and skating come next. For those who can afford them, golf and bowling are excellent; tennis and baseball, good. Football stands at the bottom of the list.

Music and art are splendid resources for the worthy use of leisure time, and we teach these to those who have the talent to cultivate them advantageously. Wherever a pupil shows the possession of a talent for some special vocation, it is our fixed policy to encourage this. In other words, we try to lay the foundations of lifelong hobbies. For the great mass of people, however, we believe that reading affords the best means of using leisure time. Our studies in literature, therefore, are very largely aimed at the formation of the reading habit, so that after pupils leave school they will find in books a means of spending their leisure that is at once available to everybody, comparatively inexpensive, and of the greatest intellectual, emotional and spiritual value.

By E. W. BUTTERFIELD
State Superintendent, Concord, N. H.

INDIVIDUAL happiness, the basis of family content and civic stability, has three elements; knowledge, faith, labor. We are happy when we have something to think of, something to believe in, and something to do.

KNOWLEDGE.

Happiness depends upon satisfying memories and wide interests. A school program which consists of Latin, classical English, Spanish, mathematics and United States history only opens few fields of abiding interest. A program which includes zoölogy, astronomy, contemporary history, football and tennis, home decoration and orchestral music opens many. A friend said: "The daily newspaper has five parts—news, editorials, finance, sports, positions wanted. I was not taught to play ball, I have never been without a job, and so two-fifths of the paper I ignore. At the end of high school I read the news pages only. In college I added the editorial page. Later I bought five shares of American Telephone Stock. From that day the financial pages have been entirely interesting to me. When my son makes his school football team another fifth of the paper will be mine, and another interest will broaden my view."

FAITH.

It is certain that most college students, intellectually, are sophomores, and many college professors, argumentatively, are cynics. The college professors have no material opponents and so set up windmills to joust at. Colleges which doubt the validity of the Constitution and the inspiration of the multiplication tables are held to be liberal, and many graduates need to realize that a major emphasis in happiness is the ability to hold individual beliefs and to believe in them profoundly.

LABOR.

The thoughtless parent says: "I do not want my child to work as I have done." The lesson of the prophylactic value of work has to be relearned. We are happy only when we are working. The most exquisite joys come from tiring and successful accomplishment. Our schools in increasing measure should recognize that we are happy when we have something to think of, something to believe in, and something to do.

By G. O. BANTING
Superintendent, Waukesha, Wisconsin

THIS question is perplexing because of the changing values of the age in which we live. What does society today regard as profitable leisure-time activities? It is startling to think of the proportion of our time dominated by the three master mechanisms of our century—the automobile, the cinema, the radio. Shall we fight their domination, or shall we devote our energies in making of our youth expert drivers of motor cars and good "movie" or radio "fans," with the ability and the inclination to select scenic routes and the highest available art on the screen or in the air?

This is not the school's answer to this question. There is beginning to be smart criticism of the way the modern high school is enlarging the circle of its activities and striving to dominate the entire life of the student.

We have long controlled his athletic activities, but we are teaching him today not only to play football and basketball, which belong essentially to youth, but to swim, to skate, to play tennis, golf—pleasure in which the adult may engage.

The development of music instruction in our schools is one of the striking features of the new education. We not only teach pupils to sing, but we use the phonograph record to teach appreciation and bring to the schoolroom the very best of modern music. Almost every village has its high school band and orchestra.

Our pupils are reading. If we are neglecting the classes, we are at least directing their attention to the best of current literature.

Through student organizations we are striving to inspire the spirit of service. The boy who is a member of the students' council is preparing himself for participation in the Rotary, the church, or any organization working for community or national betterment. The girl who unselfishly gives of her time and energy on behalf of her high school and her fellow students is not likely to develop into a butterfly in search only of selfish pleasure.

No longer is the public secondary school a mere pathway to knowledge. It is more like the ocean touching every continent of youthful activity.

Kindness as a Factor in Pedagogy

By EUGENE BERTRAM WILLARD
Chelsea, Massachusetts

IT WAS Dr. Newman who spoke of the manifold troubles which arise in our daily life from "those who love us, as well as those who hate us"; the antithesis meaning, of course, not active hatred, but the negative of sympathy and friendiness. And teacher relations have been likened, caustically, but not with utter untruth, to a faggot of thorns; involving a continual prick and scratch, which, though slight, are often renewed, and having no time to heal, fester and spread as dust, and the chill air of pedagogic life comes in contact with them. How many teachers are there who in their occasional self-examination give a thought—from the right point of view—to the little irritations and vexations of the profession of teaching! It is so much easier to think: "Such and such a child was too tiresome, too intrusive, too uncourteous today. He is so mighty unpleasant, I intend to make it my business to let him see just what my opinion of him is," even sometimes, "I will square things up with the young reprobate, and let him get a dose of my resentment!" This is a great deal easier than for the teacher to ask: "Did I, by any heedlessness, or impatience, or want of proper consideration, lead the child to be offensive? Has any want of loving kindness or sympathy helped to leave a stain on a little child's conscience, which, as in the case of all stains, must leave its mark forever?"

Kindness is a greater factor in pedagogy than some teachers seem ready to admit. If teachers whose tendency is to be depressed and fretful, to think little good of some of the members of their classes, would only make a deliberate study and pursuit of kindness, they would be astonished to find the brightening results in their own life. They would find that kindness in and out of the classroom has an untold power of developing not only its like, but actual good in others. Just as the sun, in the fable so familiar to us all, caused the traveler to throw open his cloak, when the cold wind only made him fold it closer round him, so a kind act or word in the classroom, sometimes merely a kind look, has a magic power to dispel moral clouds, and to bring forth rainbows where it was fancied there was naught save storm. The oft-quoted lines, which tell us that:—

> "Oft a word at random spoken,
> Will heal or bruise a heart half-broken,"

contain a moral which never can grow old.

The members of the great and glorious teaching profession need encouragement to do good. The path of pedagogy, even when it is not uphill, is rough and stony. Every teaching day is the same to every teacher except the lazy teacher who does not take her job seriously, and is more interested in the money paid than anything else, and to such teachers the profession is full of weariness and dullness. Nevertheless, many teachers are quite conscious of a normal lassitude growing with the years; and they remember how the absence of sympathy tries them, and how at times things somewhat resemble a delusion because they get so little encouragement in their work. Alas, how many really capable teachers have sunk under this not ignoble weakness! How many plans for increased efficiency have fallen flat, which a bright look or a kind eye would have propped up. And in the more important case of the members of the classroom can we rightly estimate the good which kindness may do? Very often a childish heart is drooping. Possibly because of trouble at home or abuse by other pupils the cloud of sadness thickens. What a factor for good a teacher can be to the poor suffering heart of some dear little child. The downcast childish soul has revived under the mere peep of teacher sunshine, and is encouraged to do bravely the very thing which in despondency it had almost resolved to succumb to.

It is a cheerful, joyous thought that kindness in the classroom is so fertile that it is ever speading out its branches; and one kind act is certain to produce many more, often to make its recipient kind, who perhaps was scarcely so before. It may be that the kindness shown by the teacher, half reluctantly, and with an effort, perhaps thinking it hardly worth the trouble, will never cease, but its vibrations may go on encircling the world, as philosophers tell us sounds do. And what a return it makes to the young child who, through some trouble mighty important to it, is lonely and depressed.

Some children ARE very provoking; but did it ever occur to the teacher that perhaps this vexatious child had contrived to restrain himself a score of times before this occasion when he broke his self-restraint? And is it not possible that he, on his side, feels the teacher to be as irritating to him as he is to the teacher? And are there no good points in his character, even in his personal relations with the teacher, which one can contrive to dwell on? It is a very important thought that perhaps the pupil's shortcoming would not exist were the teacher something different to what is the case. It is a very common fault to say that somebody else's faults are of less import to pedagogic sanctification than one's own, and yet many

teachers often speak and act as if it were quite the reverse. As we are well aware, there are seasons and cases where a teacher is duty bound to strive after a child's correction, but many such cases are for the most part very obvious; and when no such duty exists, the teacher will be wiser, as the teacher will certainly be happier, if all appearance of sitting in judgment is restrained; as far as possible, all thought about them beyond what may help the teacher to shun similar errors.

Science Today and Tomorrow

By ROBERT A. MILLIKAN

President, California Institute of Technology, Pasadena

THERE are three groups of ideas which stand out above all others in the influence they have exerted and are destined to exert upon the development of the human race. The first of these, and the most important of them all, is the gift of religion to the race. The other two sprang primarily from the development of science. They are: (1) The idea of the golden rule; (2) the idea of natural law; (3) the idea of age-long growth or evolution.

There will be common consent that the greatest, most consistent, most influential proponent of the idea of the golden rule was Jesus of Nazareth.

When the life and the teachings of Jesus became the basis of the religion of the whole western world, an event of stupendous importance for the destinies of mankind had certainly taken place, for a new set of ideals had been definitely and officially adopted by a considerable fraction, and an important fraction of the race.

The significance of this event is completely independent even of the historicity of Jesus. The service of the Christian religion would not be diminished one iota if it should in some way be found that no such individual ever existed. If the ideals for which He stood sprang up spontaneously in the minds of men without the stimulus of a single great character the result would be even more wonderful than it is. In making this statement I am endeavoring to say just as emphatically as I can that the credentials of Jesus are found wholly in His teachings and in His character as revealed by them, and not at all in any real or alleged historical event.

And in making that affirmation let me emphasize the fact that I am only paraphrasing Jesus's words when he refused to let his disciples rest his credentials on a sign.

I conceive the essential task of religion to be "to develop the consciences, the ideals, and the aspirations of mankind."

If, then, the essence of the gospel of Jesus is to be found in the golden rule, which broadly interpreted means the development in the individual of a sense of social responsibility, then it is obvious the essentials of Christianity always will be needed in a world of science.

For civilization itself is dependent in the last analysis primarily upon just this thing. The change from the individual life of the animal to the group life of civilized man in a world of science, a life of ever-expanding complexity as civilization advances, obviously is impossible unless in general the individual learns in ever-increasing measure to subordinate his impulses and interests to the furtherance of the group life.

The future is certainly going to need the essentials of Christianity. In other words, the job the churches have been in the main trying to do, and the job which, I think, that despite their weaknesses and follies they have in the main succeeded fairly well in doing, namely, the job of developing the consciences, the ideals, and the aspirations of mankind, must be done by some agency in the future even more effectively than it has been done in the past.

The world of science, dominated by the reign of law, has necessitated the increasing association of men into co-operating groups, but the effectiveness of these groups, indeed the whole group life, becomes at once impossible unless the altruistic ideals of religion, the sense of social responsibility permeates the whole, while the evolutionary concept, the last contribution of science, is absolutely essential to an understanding of the development both of religion and of science.

Personally, I believe religion, as defined above, is one of the world's greatest needs, and I believe one of the greatest contributions the United States ever can make to world progress—greater by far than any contribution we ever have made, or ever can make to the science of government—will consist in furnishing an example to the world of how the religious life of a nation can evolve intelligently, wholesomely, inspiringly, reverently, completely divorced from all unreason, all superstition and all unwholesome emotionalism.

A Good Use for Free Time

By O. H. RENSON

MOST of the books, articles and programs written for boy needs and about boys are based upon surveys, studies and investigations of boys with urban and town environments; likewise, most of the service and leadership of our boyhood in the past has been given to urban groups. Efforts have often been made by leaders and educators to study rural boys, but much of the effort has been wasted because we have approached the *new field* in *an old way* by trying to prove that rural boys are like city boys, or *"All boys are alike."* Often leaders have approached the problem for the sole purpose of proving that what they said, wrote or advocated is still true. This article aims to stimulate thought, study and consideration on the part of those who are honestly seeking understanding of rural boys as they are today so that a basis for safe procedure in program-making, organization plans and leadership of farm boys may be possible.

Free time of farm boys is made up of those hours when the boy may do as he pleases. Their free time represents many hours during the year. They come at irregular intervals, such as rainy or stormy days, between chores, odd moments at noon or meal time and free time given as an award by parents for well-doing, having a job finished ahead of time, or time off between haying and husking or other rush periods. These periods come at different times, due to great diversity of farm enterprises engaging the time of the farmer and different climatic conditions in the states. This off-time affords a splendid opportunity for camping and Scout advancement. Evening hours at home are undisturbed by city influences, and are available free time for Scout training. Every farm boy in Scouting should make use of his home in Scouting. The whole family will be interested.

The vital farm boy facts, as related to free time, should be understood by all leaders in Scouting. Unless the farm boy is protected in his rural home and farm interests, it is easy to do more harm than good in registering farm boys as Scouts. Like food sent down through the windpipe, a program of Scouting, though fine and necessary for city boys, may choke or permanently injure the rural recipient.

Farm boys need training in team or co-operative work and social values related to the farm without destroying their *independence, self-reliance* and *self-action,* which is the basis of successful farm life in America.

When our farm boys become too social and urban-minded they will desert their parents and the farm life for urban centres. Rural Scouting must therefore be directed toward the farm and meet the home needs of rural boys. Let's back up the parents and help American agriculture and parents of country boys through the Rural Scout program. Boys may be divided into three groups. *First,* "gang boys" who can best be reached and helped through group action represented by patrols, clubs, or league programs. *Second,* the "chum boys," who are never happy or effective except as they function through or with a "pal," "chum," or "buddy" and *third,* the *"lone boys,"* who never gang or chum, but who satisfy their social or "we" desires and needs by an intensive relationship to things, pets, plants, machines and birds. In this latter group we find Colonel Lindbergh, the Lone Eagle, as a typical Lone Scout. No one would surmise that men such as Colonel Lindbergh were alone, and surely they are not lonesome, nor will the nation suffer because boys and men prefer at times the "we" or Lone Scout plan of performance in Scouting or in life's work. The Lone Scout plan is a "cure for free time."

WHAT A LONE SCOUT GETS

The questions are often asked by boys and sometimes by parents and Scout Leaders: Just what does a Boy Scout of the Lone Scout Division get for his annual membership fee of 50 cents? and how can a boy become a Lone Scout? We submit the following as answers to both questions:—

"A Lone Scout, by filling out and signing the Registration Blank and transmitting 50 cents membership fee, gets the following benefits and service as a Boy Scout:—

1. Membership in the greatest boy organization in the world; a Brother Scout to over 800,000 Scouts in our own country and over 3,000,000 throughout the world.
2. The service of his local Boy Scout Council and also the National Scout Council.
3. An attractive membership certificate.
4. One year's free subscription to The Lone Scout paper, issued monthly.
5. The privilege of earning and achieving all ranks, degrees, honors, titles and merit badges as offered to any other Scout on the same basis of a Scout's interesting program of adventure and achievement.
6. A chance to participate in all local, regional, national events, special contests and Scout programs on the same basis as do all other Scouts.
7. He has a chance under Scout authority to select his Adult Scout *Friend, the BEST MAN in the community. The Adult Friend is responsible for the advancement tests for the Lone Scout.*

"The Boy Scout Handbook in possession of a Lone Scout, together with an occasional letter from the Local Council or long House should complete the list of more important reasons why a Lone Scout should achieve the highest possible standards in Scouting.

"By this you can see that the 'we' of Lone Scouting is made up of a group of benefits—seven in all—enough to help a Lone Scout to *score achievement* with any other Boy Scout on the trail of Scouting."

Now, then, if you live near a Boy Scout Council Office or within a Council Area, get in touch with the Scout executive at once and take steps to become a Scout. If you live outside of Council territory, then you should send for application blanks and instructions at once through the publication in which this article appears or direct to Boy Scouts of America, Department of Rural Scouting, 2 Park avenue, New York City. No boy in America can afford to be without the Scout program of pleasure, training and opportunity. Every parent will want to do their part.

A NATIONAL SERVICE THROUGH RURAL SCOUTING

Boy Scouts of America in the development of the Rural Scouting program is making it possible to carry out a distinctive and worthwhile program of national service. Here are some of the projects in which Rural Scouts may render a worthwhile service on a local, state, or national basis at a time and place when the emergency and need presents itself.

A SCOUT'S NATIONAL SERVICE

1. By planting of nut trees, black walnuts, shagbark and shellbark hickory, butternuts and other important nut trees, characteristic of the type grown in the Scout's own locality.
2. To help plant shade trees and flowering shrubs along public highways and thus make the roadways of America more attractive and interesting.
3. To help on a national basis to eliminate all ugly places, rubbish and other unsightly objects along the public highways.
4. To co-operate with the federal government in the destruction of wild barberry in localities and sections where barberry is the cause of grain rust.
5. To help in the Corn Borer control work and prevention.
6. To help in the Mediterranean fly control and prevention of its further spread in Florida and other states where it may be found at any time.
7. To help in the destruction of coddling moths, not only in orchards but in trees and shrubs along highways, adjoining fields, forests and farms.
8. To assist in the prevention, destruction and control of the Japanese bean beetle, which is playing havoc in many states, making absolutely impossible the production of beans.
9. To give Government assistance in the fighting of forest fires and in making available trained Scouts for rural fire squads and departments, and in the development of first-aid and mobilization programs to help in time of disasters, due to fires, storms, tornados, floods, cyclones and other great catastrophes common to this continent. The plan of Boy Scouts of America is to work up a project with the various local, state and national agencies involved to render aid in carrying out the development of the project under government, county or state control.
10. To offer service, spread information, give First Aid at local, state and national conventions, fairs, expositions and public gatherings of farmers and their families.

The Factoryized Home

By FRANK D. BOYNTON
Superintendent, Ithaca, N. Y.

SOME think that the *factory* has impoverished the home as a place where creative things can be done by children. It has taken from the home the weaving of the cloth and the making of the garments, the knitting of the stockings and the baking of the bread, the pickling and the canning, the washing, ironing and most of the mending, and the making of the shoes; the *factory* fans us when we are warm and warms us when we are cold, it lights our houses, it has dismantled the pump, and now it is after the ice man; the *factory* has changed our homes into houses, our houses into apartments, and apartments into flats. This evolution of the factoryized home has come to be regarded as "the place where if you have to go to it, they have to take you in." The *factory* has developed a most delightful home for grown-ups, but has forgotten the child excepting to take away from him the opportunity of making his own toys and later to exploit him. Thus the "modern home" has come to be unattractive to childhood, and childhood has turned to the school not as "laggards" to be driven to attend, as in the days before the home became factoryized, but now of his own accord to assemble before the doors of his school long before they are opened for the day's work. You may or may not agree with this analysis, this is a free country, and you are entitled to your own views of the case. However, with increasing hours of leisure for adults and children alike due to our expanding use of machinery, the major problem before seriously thinking and unselfish people is: "How are we to turn this leisure into improvement of our citizenry?" Our alert and intelligent parent-teacher groups are the star of hope to which we wish to hitch our wagon.

Education for Peace

By LAURENCE R. CAMPBELL
Menlo Park, California

A NEW spirit is dominating education today. The ascendancy of the human element over all other elements has been recognized as the guiding principle of educators of the twentieth century. We are now measuring the success of education by the extent to which it makes possible the maximum development of personal and social potentialities. Individual and collective self-expression and self-control to the "nth" degree are aims of education today.

This new spirit of education is challenging the problems of mankind today. It is questioning the solutions of yesterday. It is demanding a hearing, it is clamoring for our attention, it is eager to attack the titanic social evils of modern times. Educators are in earnest, they are determined, they are firm and resolute in their intention to succeed where others have utterly failed.

Foremost and most formidable among our social problems is the problem of peace. The people of the earth are yearning for an era of harmony and goodwill between their governments in which all suspicion and enmity shall disappear. The hunger in human hearts is for universal peace, for actual peace, true peace.

What is peace? Is it merely the absence of armed conflict? Is it only a breathing spell between wars? No, peace is positive, constructive, creative. A true peace is a righteous peace—a peace in which there is no acquiescence to wrong, no compromise with evil, no truce with sin. Peace, perfect peace, is one of the most potent factors in building a lasting civilization.

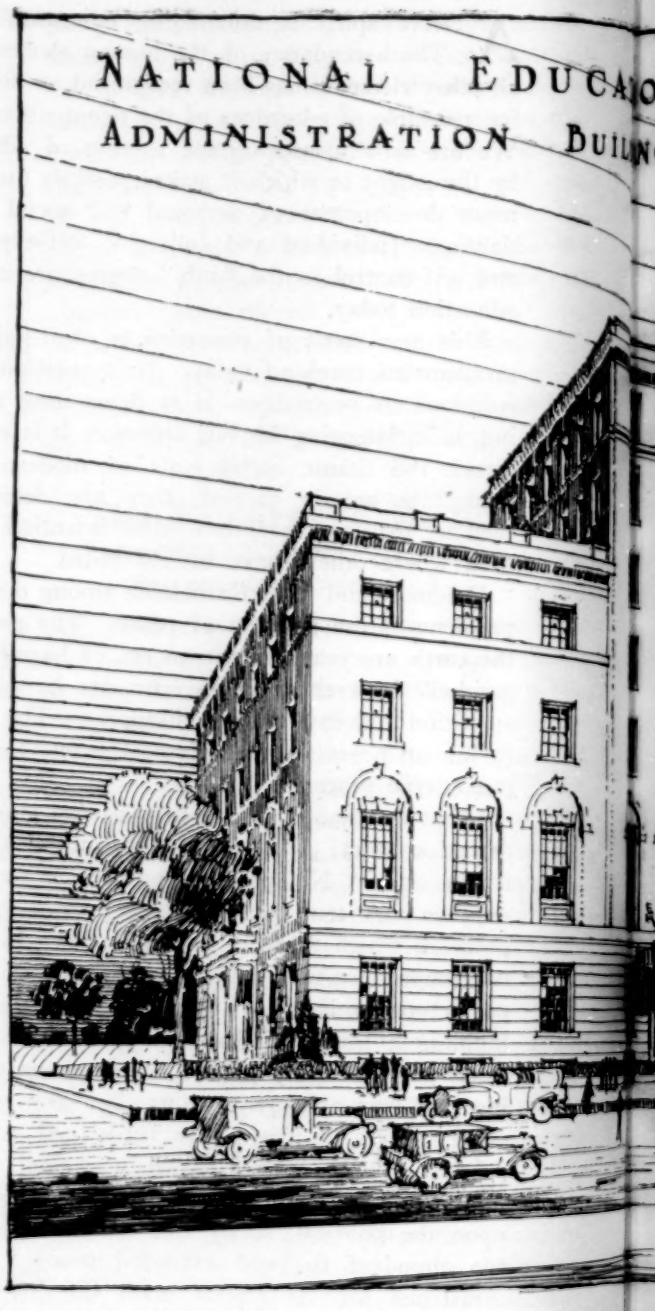
Why do we want peace? Not only is the very idea of war abhorrent to us, but also we have come to realize that it is futile and truly the "Great Illusion" that Norman Angell declares it to be. The evidence of its disastrous effects upon the political, social and economic order are too abundant to need extended proof. Equally disastrous are its effects upon the life of the individual in his physical, mental and spiritual growth. Long ago De Lapouge made studies proving that the stature of the French had decreased as a result of war. David Starr Jordan, Vernon Kellogg, and Holmes have shown that war is biologically evil. Indeed, even among professional soldiers there are few who would contend with Bernhardi and Clausewitz that modern war makes for the improvement of the race. "The Next War," by Will Irwin, only begins to depict the horrors of future wars in which civilization may be followed by chaos.

Education for peace is the theme of this article. At once the idea may arouse criticism, for is not peace a problem for generals, statesmen, and experts? Peace is the problem of every man. Every human being is concerned with the problem. The peoples of all continents must face the problem of peace. Leaders in every trade, business, and profession should endeavor to solve their part of the problem. Let those who are skilled in statecraft and politics develop an international organization to facilitate the harmonious intercourse of nations. Let them plan international courts of arbitration and conciliation. Let them write treaties, codify laws, and limit armaments that will insure permanent peace. Let social workers unite to advance the movements for the betterment of living. Cooperation in attacking crime, poverty, vice, disease, and other social ills should become world wide. Let the economists and industrial experts plan for the more equitable production, distribution, and consumption of necessities. Let them tackle the problems of tariffs, raw materials and waterways. Let the soldier see in his work a new opportunity. Let everyone in his work strive toward the goal of lasting peace.

The educator, too, has a big part in the peace program today. The changes must come not only in subject matter, in methods, and in measurements but also in the teacher himself. With vision and vigor let him throw himself into his task as a creator of peace. The adults of to-day have made the wars of today, let us train the adults of tomorrow to make the permanent peace of tomorrow. The youth of today are suffering from the results of war in many lands, but let us not deprive them of the preparation that will train them to avoid our mistakes.

The realization of the seven cardinal aims of education will be possible when there is a genuine peace. The highest standards of personal and social health cannot be attained in time of war. The life of the family in the home can be neither certain nor happy when there are conflicts between nations. The worthy use of leisure is possible only when international concord is a fact. The stability of economic enterprise, the effectiveness of social reform, and the security of political institutions are dependent upon peace. The character of the individual citizens becomes the character of the nation, and war brings to the spirit of the citizens and the nation degradation rather than exaltation. The "fundamental tools" are of the greatest service when used to promote amicable relations between individuals and between groups of individuals.

New N. E. A



ONE of the most interesting and important educational events of 1930 will be the dedication of an elegant administration building of the National Education Association in one of the most advantageous localities in what will soon be the most beautiful city in the New World.

This will be the headquarters of nearly a quarter of a million teachers, nine-tenths of whom will be women, most of whom will be devoting their lives to the teaching of the children and youth who will be the America of tomorrow.

This education building, the headquarters of a quarter of a million teachers, will have as aristocratic an atmosphere, within and without, as the Chancellor of any university could desire.

It will be as dignified as the headquarters of an organization of lawyers, doctors, or men and women of any other profession, and it will have been paid for by the annual contribution of more persons than belong to all other professions combined.

Not one penny of the third of a million dollars in this enlargement and improvement will have come from any man or woman of great wealth inherited or accumulated in trade.

Nothing in my experience has given me the thrill that I have as I look over Mr. Cooper's plans for the enlargement and realize that these spacious offices, with every convenience for efficiency, every opportunity for comfort, have been made possible in the twelve years just past—the length of a child's public school life—that Secretary Crabtree has devoted time and talent to the direction of every detail that has resulted in the transformation of a small association doing a small business in two rooms rented in a residence with three women keeping the records and attending to the correspondence of the secretary.

Those were the days when there were pessimists who said frankly that the Association could never meet the payroll and pay the rent.

These plans provide for groups of offices for men and equally efficient women, heads of departments each receiving a larger salary than the secretary had twelve years ago, and each having a corps of assistants that the secretary never dreamed of having twelve years ago.

It is no longer a small business but big business of importance to banks, post office, telephone company and everybody who had to do with this business of more than half a million dollars a year.

This property, that will soon be worth twice as much as it will have cost, has been paid for by the teachers of the United States in the twelve years that the affairs of the National Education

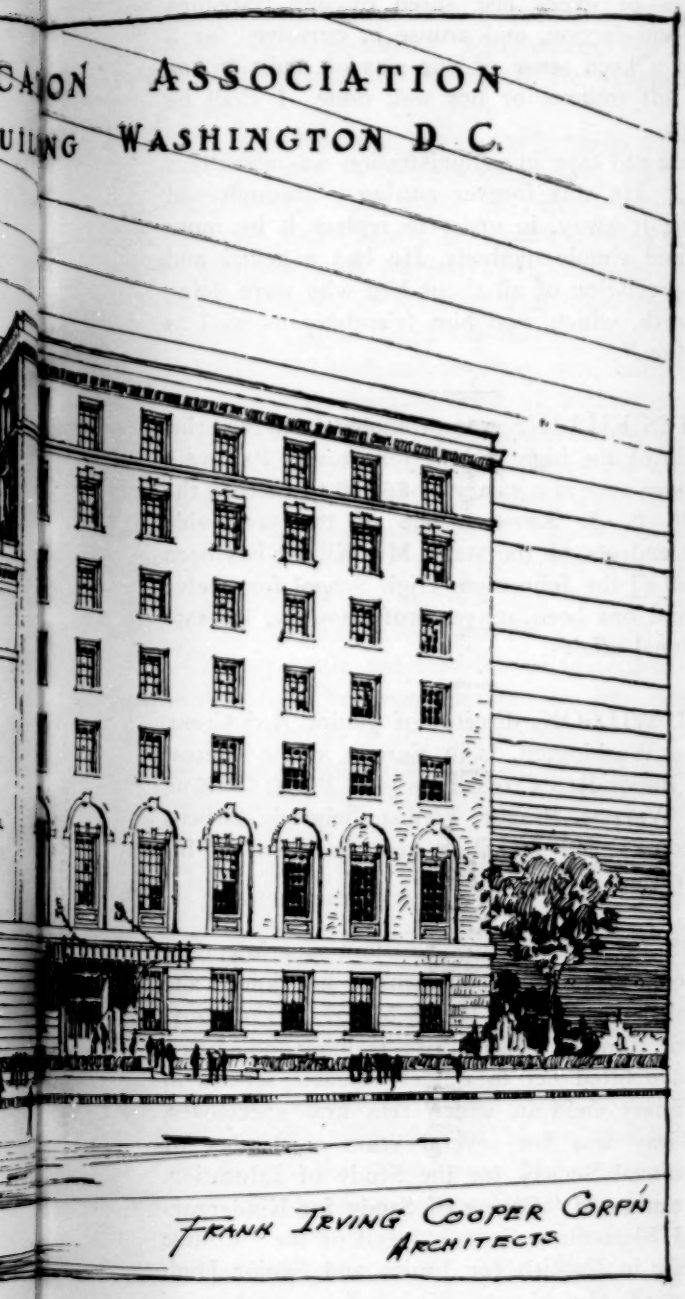
PRESIDENTS

1917 - 18	Mary C. C. Bradford, Denver
1918 - 19	George D. Strayer, New York
1919 - 20	Josephine Corliss Preston, Olympia
1920 - 21	Fred M. Hunter, Oakland
1921 - 22	Charl O. Williams, Memphis
1922 - 23	William B. Owen, Chicago
1923 - 24	Olive M. Jones, New York

HEADQUARTERS STAFF

J. W. Crabtree, Secretary
S. D. Shankland, Department of Superintendence
Helen T. Hixson, Director of Accounts
Joy Elmer Morgan, Publications
Agnes Winn, Classroom Service

. A Headquarters



PIDENTS

1924-25	Jesse W. Newlon, Denver
1925-26	Mary McSkimmon, Brookline, Mass.
1926-27	Francis G. Blair, Springfield, Illinois
1927-28	Cornelia S. Adair, Richmond
1928-29	Uel W. Lamkin, Maryville, Missouri
1929-30	E. Ruth Pyrtle, Lincoln, Nebraska

EADQUARTERS STAFF

John K. Norton, Research
Harold A. Allan, Business
Charl O. Williams, Field and Legislative
T. D. Martin, Membership

Association have been under the direction of the secretary who has put his foot on the accelerator when the road was clear, but always on the retarder when caution was needed.

This building, this property, is a monument of teachers by the teachers for the best education of the best children of the best country in the world.

I can write thus superlatively because for sixty years I have been intensely interested in every movement of the Association, and have never been officially or directly responsible for any part of any achievement in these years.

There were great men and noble women doing good things in a good way all along the line, but there was never the marshaling of teachers of all ranks by the hundred thousand until these recent years. Great men and noble women were more spectacular than the classroom teachers, principals and administrative women. No one else, so far as I know, has seen the miracle in action as I have seen it from decade to decade, and I am justified in speaking exuberantly of this demonstration of mass production of teachers.

Here is what will be a million-dollar plant that will never pay taxes, that has never paid taxes any more than the Capitol pays taxes.

This is a guarantee that it will never be commercialized.

There will never be a street entrance for the reception of merchandise. Fortunately the lot is large enough to have a rear entrance on an alley with a right-of-way from a non-exclusive district so that the Association can have its own, non-commercial deliveries without restriction.

Twelve years are not a long time as time goes in these rushing days, but they are a century in the transformation of the National Education Association from what it was after half a century of an heroic struggle for existence.

The first important meeting was in Philadelphia in 1876. The first profitable meeting was in 1884 at Madison. That resulted in a small fund much of which was invested in school bonds in Kansas after the meeting in Kansas in 1886. Some sentimentalists thought the money of the Association should be invested to promote education, and as a result local school bonds were bought. For many years these bonds were carried as an asset at full face value when they were bought, but they were not marketable and paid no interest for years.

There was always fear that somebody would discover that the annual report was fictitious, but there came a time when these bonds were redeemed at par without any interest, and I shall never forget receiving a telegram saying: "Thank the Lord, our next annual report will be honest."

Personal and Professional

JAMES H. HARRIS, superintendent of Pontiac, which is thought to be the banner city of the country in growth and increased prosperity in the present decade, has installed a directorship of character education, Kenneth L. Heston of the University of Chicago. The superintendent says: "We propose to carry on a laboratory experiment which all interested may watch and appraise. Our experiment should at least prove a contribution to the solution of the problem. We shall set about the task of training and educating the teachers in the technic of handling personnel and problem cases."

E. W. HINCKS, assistant headmaster of Thayer Academy, Braintree, Massachusetts, is elected principal of the Maine Wesleyan Seminary and Woman's College, Kent's Hill, Maine. Mr. Hincks has been at Thayer Academy, one of the best preparatory schools and academies in Massachusetts, and goes to one of the best institutions in Maine. New England seminaries and academies are having an interesting and important harvest time. Mr. Hincks succeeds Thomas W. Watkins, who resigned recently to accept another principalship.

BENJAMIN F. STANTON, superintendent, Alliance, Ohio, is making an administrative record by having the teachers achieve the best of regular school work, and in addition is having the schools render expert service to crippled children and other handicapped children. He has the schools work in harmony with other agencies that are developing special service to various classes of children who do not fit into the regular school program.

JOHN COTTON DANA, who died July 21, at the age of seventy-three, was one of the famous adventurers in public library service. Our first intimate acquaintance with Mr. Dana was in 1896, when the National Education Association met in Denver, and he was in the Denver public library and did more to promote the success of the meeting than has any other librarian. He was in the Denver Public Library from 1889 to 1897. Was head of the public library of Springfield, Massachusetts, till 1902, since which time he has been at the head of the library in Newark, N. J. He made more important library detours than has any other librarian.

The New York Times said this of him editorially on July 22:—

"He was never afraid of a new idea or a fresh experiment. In one of the first papers which he read to the American Library Association he used such pungent words, in addressing his fellows, as the following: 'I am not here to pass you any compliments. If for five minutes we can divest ourselves of every last shred of our trappings of self-satisfaction, and arouse in ourselves for a moment a keen sense of our sins of omission, of things left undone or not well done, I shall be content.'

"Mere red tape in administration was abhorrent to him. He was forever cutting it through and throwing it away, in order to replace it by more direct and simple methods. He had a genial and just appreciation of all about him who were doing good work, which won him friendship as well as admiration."

JAMES KILLINS was promoted from the principalship of the high school, Johnstown, Pa., by a unanimous vote at a salary of $6,500 to succeed the late Dr. S. J. Slawson, one of the very able superintendents of the state. Mr. Killins has been principal of the Johnstown High School for twelve years and has been active, professionally, in state educational affairs.

E. B. WILSON, director of Junior Red Cross office in Washington, is in Europe in the interest of the Junior Red Cross. He is in Paris, London, Berlin, Warsaw, Prague, Vienna, Belgrade, Athens and Rome. He makes a real business of his secretaryship.

MISS OLIVE GRAY, assistant-superintendent of schools at Hutchinson, Kansas, has joined the editorial department of Hall & McCreary Company, Chicago, Illinois. Miss Gray's training and experience have fitted her to render valuable service in the primary field in which this firm specializes. Miss Gray was for several years a member of the National Society for the Study of Education. She is author of "Course of Study for Kindergarten and Elementary Schools," and of the "Course of Study in English for Junior and Senior High Schools of Hutchinson, Kansas"; co-author of "Alabama State Course of Study." She received her master's degree from the University of Chicago, with "departmental honors in education."

WILLIAM D. PARKINSON, Fitchburg, Mass., has a lecture on "Problem of Public Education," which is not only focused for educational audiences, but is equally adapted to Chambers of Commerce, women's clubs, and other gatherings of public-spirited citizens. Mr. Parkinson was for several years principal of the State Normal School at Fitchburg, but has always been an attractive writer and public speaker.

Testimonial to Dr. Thomas

WE, THE superintendents of the schools of Maine, convened at Castine in annual assembly, August 22, 1929, wish to express in fitting words of love, our appreciation of the leadership and educational achievement of our former Commissioner of Education, Dr. Augustus O. Thomas.

We desire at this time to present in these words a fitting memorial in commemoration of his life and work in our state. We, as superintendents, have been the direct beneficiaries of his vision and effort. His programs for improved buildings and sanitation, increases in teachers' and superintendents' salaries, higher qualifications for teachers, establishment of teachers' pensions, the Helping Teacher plan, the encouragement of further professional opportunity for superintendents, the passage of the equalization law are some of the ways in which we, together with the whole state, have benefited by his accomplishments. No town was too small nor weather too inclement for Dr. Thomas to answer the slightest call for service. His life with us casts a long shadow.

Dr. Thomas would not care for us to record in detail the service rendered by him to this state which in the course of these years has grown so dear to him. However, this memorial may serve in part to assure him of our realization of the benefits we have received. Today we bring our tribute of honor to this leadership of more than a decade. The educational advance during the period from 1917-1929 has been outstanding in our history. The response of our so-called rural state has been remarkable in the budgets authorized by the cities and towns of Maine in behalf of better schools.

Dr. Thomas carried the New World challenge of progress to the citizenship of Maine, and they in happy co-operation have given Maine its pre-eminence. We, as an educational body representing our state, hereby duly recognize that it is through the truly great work of Dr. Thomas that we, his associates in education, have shared with him a reputation for character and optimism throughout the country.

It is a wide vision and a supreme challenge that Dr. Thomas presented to the educators of nations when he projected ideals of peace and a world exchange in vital educational thinking. We present our congratulations to our former leader on his fourth election to the presidency of the World Federation and express to him our happiness in having a part, as his friends, in his professional recognition as one of the great educational leaders of the world.

Dr. Thomas has ever been a sympathetic man, as simple as the humblest man of any profession. He is plain, but his plainness makes his educational dimensions impressive. He has been industrious, forceful, alert. He would be the first to bid us continue in the way of progress. He is a stalwart friend of Maine; he is a friend of the world. He is an idealist—a dreamer of dreams that come true—a practical man, withal, who sees life as it is and also as it may become.

It is fitting that this memorial be given as a testimonial of our respect and confidence. With it go our best wishes for Dr. Thomas' success and happiness in all his endeavors.

..more than a drink...

Horsford's Acid Phosphate

is also an excellent Nerve Tonic

It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.

Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.

AT ALL DRUGGISTS

D-51-1

Promotion of Health

Mr. and Mrs. Guggenheim are to establish a dental clinic in New York City at a cost of approximately four million dollars. This is the first unit of many similar dental clinics which they are planning to provide. In the announcement the statement is made that ninety-nine per cent. of children and youth from two to sixteen have dental abnormalities, and Mr. and Mrs. Guggenheim are prepared to provide enormous sums to care for this alarming physical condition in homes and schools.

They Say

GILES WILBERSON GRAY, State University of Iowa:—

"The value to be received from high school debating is not, fortunately, to be measured by the distance one team goes toward the coveted championship. The losers in every single debate stand to profit from that debate equally with the winners; and if they are keen enough, they may even derive a greater benefit, by studying out their own weaknesses and working to strengthen them."

E. A. POUND, State Supervisor of High Schools, Atlanta, Georgia:—

"I believe that twenty years is too much to give to the preparation of one who should be prepared to enter upon his life work at twenty-one. To have eight years' elementary work, four years' high school work, four years' college work, and four years' professional work is too great a burden of expense and too much time to be given to the education of the average American who desires to enter one of the professions."

F. T. SPAULDING, Harvard University:—

"Rural communities ought not to establish junior high schools unless they have given careful thought in advance to the specific purposes and methods of reorganization. An unsuccessful junior high school is not likely to be much less effective educationally than the school which it displaces, but its lack of success will offer a stumbling-block to worthwhile organization for a long time to come."

EMERY N. FERRIS, Cornell University, Ithaca:—

"State supervision should encourage in every way possible the development of better local supervision of instruction in the small high school."

JESSIE RAND TANNER, State Teachers College, San Diego, California:—

"Health examinations should be given to every child upon entering school and at reasonable intervals thereafter; without such examinations the results of all educational processes are highly unsatisfactory."

J. K. ELLWOOD :—

"The composition period should be one of joy rather than of misery. Neither pupil nor teacher enjoys repairing or rebuilding a miserably constructed composition, yet that is the kind of work that is taking the time, sapping the energy, and deadening the interest in writen work in a vast number of schools, even high schools."

RUDOLF PINTER, Teachers College, Columbia University:—

"We are measuring today things that did not appear measurable fifteen or twenty years ago. The field of measurement has produced its own specialists, and separate courses in measurement have sprung up in our colleges. To a great extent it has been kept apart from the regular courses in educational psychology."

HERMAN A. SPINDT, Bakersfield, California:—

"Learning is not always easy: sometimes we may learn through play, but usually being new hard work."

JOHN WESLEY YOUNG, Dartmouth College:—

"There are fashions in mathematics as well as in clothes—and in both instances there is a tendency to repeat themselves."

NELLIE B. ALLEN:—

"More than half of all the people on the globe live in Asia. India is two-thirds as large as the United States and has approximately three times as many people. . . . The attitude of our future citizens toward the relation between the United States and the awakening nations of the East will be a matter of vital importance in coming years."

AGNES J. LARCUM in "Loneliness and Other Essays":—

"Nature luxuriates in ornament and revels in colors. She decorates everything she creates, and glories in exquisite flowers, luxuriant leafage, sparkling stones, and rippling waters."

J. MACE ANDRESS, in "Science, the Way to Health" :—

"Pupils should now cultivate a deeper spirit of inquiry and a scientific attitude toward health problems. In a field in which there are so many cults and so much misleading and even harmful tradition and superstition the development of a scientific attitude would seem to be the next logical step."

HENRY C. McKOWN, University of Pittsburgh:—

"Training for citizenship must include not only intellectual training but also social, physical, and spiritual training. We must distinguish these various phases from one another, and to realize that education or training in one phase does not necessarily carry over to other phases."

An Appraisal of Junior High Schools

By JOSEPH A. FITZPATRICK

Principal, New Haven, Connecticut

THE mortality among the pupils of the first and second year of the high schools focussed attention upon the need of some type of reorganization to "bridge the gap" existing, in method and subject matter, between the elementary school and the high school. The junior high school grew out of the thought and experimentation to prevent this educational waste. The junior high school serves far broader educational, civic, and social aims than the elementary schools. One of the peculiar features of the new school is its highly socialized organization. The new pupil finds himself in an entirely new atmosphere in which he has no past experience to guide him. Departmentalization of subject matter, clubs, social groups, participation in school management, home room and school responsibilities, all suddenly thrust upon the immature and inexperienced boy and girl, can but confuse them until they become adjusted to the new conditions.

The junior high school, as usually organized, is a highly socialized institution and it is precisely here that the new student entering the seventh grade finds himself at sea. He has no experience in managing class meetings, dealing with disciplinary and other matters in which student participation is invited. It is the experience of teachers leading such groups, and principals as far as their opinions are available, that these new pupils do not participate to any worthwhile extent in the social activities of the school, and make no noteworthy contributions to the social program of the school. It seems that the program for at least the first half-year of this grade is expended in assimilating these pupils. The assimilation can be accomplished much more expeditiously by providing suitable pupil leadership for these newcomers instead of letting them come to a consciousness of their opportunities by the blundering of the trial and error method.

[From New Haven Teachers Journal.]

BOOKS *for the* NEW SCHOOL YEAR

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BADANES AND BADANES

Arithmetical concepts are introduced through pictured objects, arranged with due regard for the child's psychological needs and for logical arithmetical progress. No reading, other than of symbols, is required of the pupil.

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This reader has drawn on new sources for its folklore, legends, animal stories and verse. The vocabulary has been carefully checked and graded. This book will be welcomed as a basal reader for the second half of the second grade, or as a supplementary reader.

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These basal arithmetics for grades three through eight are outstanding for their careful gradation, their unusual illustrations and appealing style, and the thoroughness with which they instill a well-rounded knowledge of the subject into the minds of pupils using them.

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EDUCATION IN ACTION

To Study Religion's Relation to Conduct

An effort to determine the place of religion in shaping human conduct and character will be made at a conference at Northwestern University in November. Such questions as how religion can be interpreted to make it a great influence in shaping conduct and whether a program for character education which omits religion is socially sound and defensible, will be discussed from an unbiased point of view.

Denies Men Teachers Surpass the Women

Men are not better teachers than women and there is not a sound argument for paying them higher salaries, in the opinion of Dr. James R. McGaughy, Professor of Education at Teachers' College, Columbia University, who for the past year has been studying the faults in teachers' salary schedules in New York and other states. On the other hand, he believes, the major obstacle to scientific schedule making lies in state laws which make equal pay for men and women mandatory. This he calls unsound because of the law of supply and demand. "I believe there is no sound argument, professional or educational, in favor of paying men teachers higher salaries than women," Dr. McGaughy said. " Men are not better teachers; they do not render more valuable service; even if they have more dependents, that is not a sound argument for paying them higher salaries. The one insurmountable fact which makes it absolutely necessary, economically, to pay men higher salaries is the inexorable working of the law of supply and demand. So long as our professional and industrial organization remains as it now is, there is bound to be a greater demand for the services of able young men than for the services of equally able young women. For the state to pass a law that men and women must be paid equally is almost as absurd as it would have been for the State of Indiana to have enacted into law a bill that was introduced a few years ago to change the value of the ratio between the circumference and diameter of a circle to 3.0 instead of 3.1416 plus." Dr. McGaughy deplored "sentimental hysteria about noble, self-sacrificing service which we render and the supposed fact that we in our profession are chosen of God, somewhat as ministers are." "Furthermore," he continued, "it is our belief that the use of intimidation and of political pressure to secure salary increases, as they have been used by certain groups of teachers in New York and in other cities, has done more to bring our profession into the contempt of sensible people than many years of devoted public service by thousands of good teachers can counterbalance."

Kansas City University Is Granted Charter

A civic, non-sectarian institution of higher learning, linking several existing and projected local institutions, is called for in a charter which has been granted 100 citizen incorporators of "The University of Kansas City." The projected university is the outgrowth of investigation sponsored by this group of 100, which includes many of the most representative citizens of the community. The general plans have the approval and support of the General Education Board, the Rockefeller Foundation, the Carnegie Foundation for the Advancement of Teaching and a list of about thirty nationally recognized educational leaders. The charter contemplates a site near the geographical heart of Kansas City, where about 80 acres now is available, and where the addition of about 70 acres is seen as an ultimate possibility. No buildings are to be started until a minimum of $5,000,000 is in hand. Of that sum $2,000,000 must be set aside for endowment. There will be no campaign for funds, the enterprise itself being depended upon to attract substantial contributions from local citizens and others.

Mexico University In Students' Hands

One of the most interesting and significant recent developments of the Mexican Revolution is the effect it has had upon the University of Mexico, the Republic's great national institution of higher education. The university is now an autonomous institution, its curriculum, its faculty and its finances being wholly within its own control. A university council consisting of equal representation of the student body on the one hand and faculty directors and alumni on the other, manages an institution numbering over 10,000 students. This amazing experiment is the direct outcome of a seventy-eight-day student strike. The proposal of a complete self-government was made by President Portes Gil as a solution for a situation that had progressed from the law school's objection to changes in the examination system until the entire student body had joined the walkout, and clashes with police and firemen culminated in a battle in the streets. Mexican official and educational leaders describe the autonomy plan as an educational gain. They declare that self-government strikes at the roots of many problems that the university presented.

American Slang Wins English Contest

American slang predominates in England. Such native expressions as "wangle" and "blotto" are obsolete. These facts were ascertained by means of a popular competition in the Manchester Guardian. Prizes were to go to the two best lists of the six most expressive slang phrases. First prize was awarded to the list below, and second to one "constructed on similar lines": "A pain in the neck; to get away with it; to let in on the ground floor; bats in the belfry; to bump off; and to spill the beans." "It is clear," says the judgment, "that American slang predominates, and, incredible as it may seem, no one quoted any of the good old British slang phrases, perhaps because they are no longer known." Most competitors obligingly translated their pet phrases. "A covered wagon" meant "an elderly rotund woman who aped the flapper."

Texts in Spanish Sought in Mexico

Mexican schoolbooks for Mexican schools is one of the objects of the National Teachers' Congress, as outlined at a recent session in Mexico City. All federal inspectors and directors of education in the various states were called to attend by the Minister of Public Education. Teaching is hard for the Mexican teacher, and the pupil makes notes of everything that is written and said in classrooms, because there are not enough suitable texts to cover all subjects taught. In Mexican schools of preparatory or college rank it has been the custom to use many foreign textbooks because suitable texts in Spanish were non-existent. While this gives the student a practical knowledge of one or more useful foreign languages, officials consider it a handicap.

North Carolina Gains In School Enrollment

Approximately 160,000 children were enrolled in the standard elementary schools of North Carolina in 1928-29, or about one-third of the total elementary school enrollment, according to records just compiled by the state superintendents of public instruction from the reports of these schools. A school is standardized on the basis of an eight-months' term with at least a teacher to a grade, and with certain other requirements as to organization and equipment.

Mexico Teaches U. S. Laws to Emigrants

Mexico is seeking to make Mexicans in the United States more law-abiding. In San Antonio, Texas, where many nationals from the land below the Rio Grande have come to make their homes, Jose Peralta de Negri, agent of the Mexican Ministry of Industry, Commerce and Labor, has established himself to lecture in explanation of laws of the United States and how to obey them. Similar service will be provided by the Mexican government in other Texas centres near the border and in cities of New Mexico, Arizona and California, according to Senor de Negri. The movement to help the Mexicans become better citizens in another country is partly for their own welfare, but also in the interests of society generally where they reside, the agent said. In explaining laws of the United States especial attention is given the prohibition, anti-narcotic and gambling laws. The program also calls for investigations to prevent unscrupulous employers from taking advantage of Mexicans not familiar with laws and customs here.

Edison Goes to Foot Of Spelling Class

The spelling of "chauffeur" is difficult for some people, including Thomas A. Edison. After spending the night at a hotel in Bellefont, Pa., recently, the electrical wizard was asked to register for his party. He wrote into the register and then turned to Mrs. Edison and asked: "How do you spell 'chauffeur'?"

Sargent School Presented to B. U.

The Sargent School in Cambridge, Mass., has been given to Boston University by Ledyard W. Sargent, president and owner, and will become a part of the Boston University School of Education, under Dean Arthur H. Wilde. Gift of the school, which has thousands of graduates, was prompted by a desire to give its students an opportunity to win degrees in physical education. As a private school it was not qualified by law to award degrees, but as a part of Boston University its graduates can win the letters after their names. Known as the oldest private normal school of physical education for young women in the country, the Sargent School equipment is housed in two school buildings and an administration building and maintains a beautiful summer camp in Peterboro, N. H. Mrs. Etta L. Sargent, wife of the president, is dean of the school and its staff includes more than fifty members.

Big Gain In High School Enrollment

"A notable feature of economic conditions following the war is the increase in high school enrollments," says the Philadelphia Inquirer. "While attendance in primary grades has gained only ten per cent. in a decade, high school figures for the same period show the roster almost doubled throughout Pennsylvania. In many instances the greatest advance was made in counties where the previous registration was low. Counties like Armstrong, Beaver, Indiana and Sullivan jumped by a margin ranging from 175 to 230 per cent. That farm relief has come to the rural districts is manifest in these larger opportunities afforded for education. Delaware County's accession of 200 per cent. is

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Gregg texts have reached their present commanding position through years of research and investigation made with a view to finding the latest and best in commercial education. Gregg texts cover every phase of junior and senior high school commercial education.

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doubtless a measure of the invasion resulting from suburban real estate development. Cities have usually been nearer the saturation point than the outlying regions, so that they have less advance to record for any given period. For that reason the additions in Philadelphia were only seventy-seven per cent."

School's Gargoyles Look Like Teacher

The comic drawing on the school blackboard, with the legend "This is Teacher," scrawled underneath, appears to be the distant relative of a new form of decorative art. Students in the Massachusetts School of Art have undertaken to make facial caricatures of their instructors, not in crayon or soap, but in lasting stone. These will be used as gargoyles for the major embellishment of the school's building now under construction in Boston. The idea was proposed by R. C. Henry, of Henry & Richmond, architects of the new building, and accepted readily by Royal B. Farnum, principal, and other members of the faculty. Eighteen students have undertaken to prepare designs for approximately thirty stone caricatures.

Woman to Aid Indian Education

Still intent on improving the administration of Indian affairs, Dr. Ray Lyman Wilbur, Secretary of Interior, announces the appointment of Miss Mary Stewart, of Denver and Washington, as assistant director of education for the Indian service.. Laying plans to change the training in Indian schools so as to place special emphasis on its vocational features will be the first work that Miss Stewart will undertake, according to Dr. Wilbur. She will aid in reshaping courses to prepare young Indians for productive remunerative callings. Plans for placing them in the industrial life of the nation after they have received school training will follow.

"24-Hour" School Bill Passes in California

An attempt to prevent child delinquency in California was approved by the recent session of the State Legislature, when a "twenty-four hour school" bill was passed and later signed by Governor C. C. Young. The bill, introduced by California's only assemblywoman, Miss Eleanor Miller, of Pasadena, provides that elementary school districts may establish these twenty-four hour schools for the confinement of pupils between the ages of eight and sixteen. The children admitted, the bill states, "would represent such serious behavior problems as to need constant study or care."

TREND OF THE TIMES

AMERICAN AGRICULTURE stands at the threshold of a period of great promise if farmers continue to work together, declares Sam H. Thompson, president of the American Farm Bureau Federation. Their co-operation has already resulted in passage of the agricultural marketing act, he said. He explained the newly-organized American Agricultural Service, Inc., the object of which is to co-ordinate and unify the policies, practices and methods of co-operative marketing associations.

POVERTY is not to be found in the United States and everyone is enjoying as mere comforts what are luxuries in Belgium, according to Louis E. Steinman, Governor of Belgian Rotary, who visited this country recently. The only shadow, he says, is that everything is purchased on the credit system, and an economic crisis will cause a great catastrophe. He was shocked by the cost of amusements here, which compare very unfavorably with Belgium, especially for grand opera and the theatre.

ALL BUT FIVE of the forty-eight states now have prohibition enforcement codes of their own in support of the Federal act. The exceptions are New York, Nevada, Maryland, Wisconsin and Montana. In each case these states have ratified the Eighteenth Amendment to the Constitution, but four have repealed legislation looking to the enforcement of the national dry law. Maryland alone has never passed a dry code, although most of the counties have local enforcement laws. There is no unity or cohesion in state laws, and the problem of enforcement differs widely in various parts of the country.

AN EXHIBITION of nearly 300 pictures representing the work of French artists who are confined in insane asylums was opened recently in Paris. The exhibits were divided into two sections, the first leaving no doubt in the mind of the spectator as to the mental state of the artists. The second was made up of pictures which might have occupied the walls of any spring exhibition, it was said.

NEXT SPRING 100,000 persons are to be mobilized to make the greatest census tabulation ever undertaken in America—a tabulation which will include not only an enumeration of the population, but figures concerning unemployment, farms and trade distribution as well. This fifteenth decennial census, which is to be commenced on April 1, under the direction of 573 supervisors, is expected to show a population of about 123,000,000. Two weeks in the cities and a month in the rural districts is to be allowed for the work. A census of manufacturers is to be taken in November, 1930, through questionnaires submitted to manufacturers.

DIPLOMACY has sometimes failed in the past, but it has many accomplishments to its credit, and while it may not stop all wars in the future, we may well hope that with the improved technique of the last few years, it will be better than ever before, declared Rear Admiral William L. Rogers. He does not favor a law against exports of munitions and money to all belligerants as a means of enforcing the Kellogg treaty, for he believes such a law, binding future generations without reference to the situations that might arise, would be a "leap in the dark."

SLICED LOAF OF BREAD is now being offered by a Chicago baking company. Furthermore, the loaf is on a tray that may be placed on a table and is wrapped with air-tight paper to keep it fresh for several days. All the housewife has to do is to open one end of the wrapper and slide the tray out to place on a table. She lifts the required pieces of bread from the tray, lays them on a serving plate and then places the tray and bread back in the wrapper.

AMERICAN SOUND FILMS have disappeared from German motion picture theatres, probably for one to two years, through a court decision granting a permanent injunction against the use of Western Electric reproducing apparatus and favoring the so-called United European Front Tone Film Business and Klang Film-Tobis combine. The Americans promptly cut off the apparatus in all theatres where it was being used. Violation of an injunction is a criminal offence in Germany.

CELEBRATING the passing of the trolley car, 5,000 citizens of Burlington, Vt., witnessed recently the burning of a gaily decorated ancient car that used to run on the street railway line now closed. Twenty new electric busses went into service immediately covering local traffic and that on a local thirty-mile route.

The BOOK TABLE

SOLID GEOMETRY. By Joseph A. Nyberg, Hyde Park High School, Chicago. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Solid geometry is as persistent in an educational equipment as right heart action is to health. If there has been anything useless about it the responsibility has been in the way in which it has been taught. The heart is not to blame if it has been misused.

The language of Solid Geometry is as universal in intelligent conversation in this comprehensive life of ours as fresh air is in this hygienic age.

Nyberg's "Solid Geometry" is the latest interpretation of the universal need of familiarity with intersecting planes, dihedral angles, frustums of cones, spherical polygons, spherical segments, et als.

Nyberg is an artist when it comes to the elimination of everything that is useless, using the violet ray of clarity when it comes to magnifying essentials.

ROLLER BEARS AND THE SAFEWAY TRIBE. By Edith Fox. Pictures cut by Marguerite, Fugard, George and Billy. Cloth. New York: The Macmillan Company.

This is a Safety First book of first order. It teaches safety interestingly, yes, fascinatingly. It would be read from start to finish by any child above the third grade, and what is more to the point it will create an interest that will stay by children when on the street and whenever and wherever danger threatens. It is a first-class school reader and is a genuine life saver.

A COLLEGE TEXTBOOK OF BOTANY FOR FIRST-YEAR STUDENTS. By David Myers Mollier, Indiana University. Cloth. 516 pages. With 333 Illustrations. Philadelphia: P. Blakiston's Son and Company.

The chief mission of a First Year Book in any science is to create an intelligent desire to know that science adequately and to distinguish between the merely attractive phases of the subject and that which is vital.

In botany there are skeleton facts that are of prime importance, but have no charm. There are innumerable facts like the statement that in some plants a quarter of a million grams of water are evaporated to make one gram of solid matter. There may be a craving for sensational facts that will evaporate without producing a quarter of a millionth of scientific interest.

Professor Mollier's "Botany for First Year Students" is captivatingly attractive, but every interesting fact creates a desire, almost a passion to get vital information that will solve vital problems. One cannot open this book of more than 500 pages anywhere without being so interested in any paragraph that he cannot stop with the reading of that paragraph.

We cannot imagine a textbook in science for a first year's study that will be more fascinating or one that will deal with more solid scientific food for the upbuilding of a scientific state of mind. It is really a wonderful book in beauty of leafage and anchorage of roots pedagogially and scientifically speaking.

VOYAGES OF GREAT PIONEERS. Edited by Vincent T. Harlow, Keeper of Rhodes House Library, Oxford. Cloth. Illustrated. 380 pages. New York: Oxford University Press.

There have been more revelations through pioneering in the present decade than in any quarter of a century before this decade, and this has awakened an interest that lay dormant so long as there was an impression that all pioneering was in past centuries.

It is impossible for youth to escape a desire to understand the pioneers and pioneering conditions of the times of Marco Polo, the Venetian, in 1253; of Christopher Columbus in 1492, of Vasco da Gama, 1495, of Sir Humphrey Gilbert, Francis Drake, Abel Tasman and others whose voyages are described in Harlow's "Voyages of Great Pioneers."

VOCATIONS. The World's Work and Its Workers. A Textbook for Junior and Senior High Schools. By William Martin Proctor, Leland Stanford Junior University. Cloth. Illustrated. 382 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

There is a directness of approach to the characteristics of the various vocations which guarantees helpfulness to students who begin to realize the importance of preparing to take their places in life as they should do in the junior and senior high schools. The descriptions of different callings are grouped according to the similarity of the service they render, or the type of ability needed to succeed in them. Thus, Civic and Legal Vocations, Health and Healing Vocations and Social Service Vocations have been treated in chapters by themselves, which makes it easy to sustain interest. Particular attention is given to the work of women and girls. The vocations most attractive to women are pointed out, and the ever increasing opportunities for women in vocations are emphasized.

The illustrations are attractive and tend to inspire the student's interest in his future achievements.

HONEY BEES AND FAIRY DUST. By Mary Geisler Phillips. Illustrated and decorated by Ellen Edmondson. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Mrs. Mary Geisler Phillips has demonstrated the delightful art of magnifying fact by the use of fancy and in having little people love honeybees in this book, and ants in the companion book of "Ant Hills and Soap Bubbles," and there are days when little people in school and out seem to get what they want as they want it. This is certainly true of these books of Mary Geisler Phillips.

HIGH - SCHOOL REPORTING AND EDITING. A text in Applied Composition and Newspaper Appreciation. By Carl G. Miller, Spokane. Cloth. Illustrated. New York: McGraw-Hill Book Company, Inc.

This is a skilful high school text on Vocational Guidance in the art of journalism. It is focused to attract the bright students, and this is now called for more insistently than it has been for a third of a century. It is especially valuable as a means of teaching the art and science of reading papers and magazines.

TEACHING IN COLLEGE AND UNIVERSITY. A Survey of the Problems and Literature in Higher Education. By Carter V. Good, Miami University. Cloth. 557 pages. Baltimore: Warwick and York, Inc.

It has not been easy to have university professors acknowledge that there is anything that they can learn about the art of teaching, and there have been phases of professionalizing that could not appeal to college professors.

Professor Good approaches univer-

sity and college professors from an angle that disarms them in advance. He tactfully manifests a desire to promote the salaries of college and university professors, and when he edges over into criticism, he makes it appear that he has the teacher-college professors in mind.

From every point of view Dr. Good is helpful to those for whom he writes.

GROUP LIFE AND SOCIAL PROBLEMS. By Ernest H. Shideler, Franklin College, Indiana. Cloth. 467 pages. New York: Henry Holt and Company.

The group is a comparatively new word in professional life. It is rearranging class work by breaking lockstep without individualizing each child. Dr. Shideler presents the modern group idea and ideal in a clear and forceful way, which is quite fascinating from the standpoint of the pupil, student and teacher and the public.

His fifteen pages on "The Adolescence of the United States" indicate the originality of the treatment, which is highly illuminating and intellectually captivating.

THE MODERN WORLD. Europe From the French Revolution to the League of Nations. By F. S. Marvin. Longmans, Green and Company.

This is an indispensable book which cannot safely be neglected by any teacher or student because of the limitations it sets itself and because of the inspirational vision which it finds in every changing mood of the modern world.

Here are characteristic sentences: "There will never again be an undiluted worship of the past." . . . "We have to add to a present love and service of mankind an even deeper feeling for those who have gone before us and made us what we are." . . . "To Walter Scott the chivalry of war and the pomp of kingship were sacred and immutable things, and this new age has somehow to learn that while these things were glorious and useful, even necessary in their time, the times have changed and we must change with them."

THE MUSIC HOUR IN THE KINDERGARTEN AND FIRST GRADE. By Osbourne McConathy, Northwestern University, W. Otto Miessner, Chicago Musical College, Edward Bailey Birge, Indiana University, and Mabel E. Bray, State Teachers' College, Trenton, N. J. Cloth (9 by 12 inches). New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Silver, Burdett and Company have specialized in the publication of attractive professional music books for more than forty years. They have never hesitated to go to any expense necessary to provide the best possible material, and they have never taken the lead more skilfully than in the artistic way in which they present four hundred songs and musical compositions especially adapted to little people in the kindergarten and first grade.

If there has ever been anything comparable to this book in any way, by any group of music teachers and supervisors, anything comparable to this professionally or musically for children of this age, it has never come to our knowledge. It is certainly a masterpiece, yes, wonderful adventure in book making.

SIMPLIFYING TEACHING. By Edwin Hewett Reeder, Teachers' College, New York. Cloth. 192 pages. Chicago, New York, San Francisco: Laidlaw Brothers.

"Humanizing the Laws of Learning" characterizes the interesting way in which the author simplifies the teaching of teachers how to teach.

"Fusion of the Laws of Learning" is another suggestive phrasing of the art of teaching teachers.

The author does not try to use new words, but uses words that cannot be misunderstood, and do not require the use of the dictionary, and above all, are not in the dictionaries. We are sure that "Simplifying Teaching" will greatly simplify the work of teaching by any teacher.

THE ROBERT LLOYD "TONE SYSTEM." The Right Way to Use the Voice in Speech or Song. Cloth. San Francisco: Harr Wagner Publishing Company.

This is an exceedingly interesting book. It makes it quite clear that health is dependent in no small degree upon the voice, that the right use of the voice is protection against many physical, mental and emotional disorders.

This book makes it quite clear that it is little short of criminal to have a voice trained primarily to get results in speech and song. The first requirement is to be trained to use the voice for physical perfection, and then its skilful use in speech or song will be easy and natural. It is possible to get artistic results in a way that undermines physical, mental and emotional health.

Robert Lloyd's "Tone System" is a little book, costs little and can be read in a short time. We do not hesitate to insist that it is well worth while for any one to own and read this book of 105 pages.

EFFECTIVE ENGLISH. By J. R. and V. B. Hulbert, University of Chicago. Cloth. University of Chicago Press.

This is an eminently practical text for securing results in college teaching of English. The authors say:—

"This book is the crystallization of twenty years' experience in teaching composition in college. Probably almost every idea in it has been expressed before in other books on rhetoric; whatever value as a textbook this volume may have, comes from its particular combination of ideas and precepts, a combination which constant work with students has made us feel to be most desirable. We have not tried to be startlingly original, because we are convinced that the gradual evolution of rhetorical theory and doctrine has not been in vain, that such old acquaintances as unity, emphasis, and coherence are not phantoms, but essential realities."

LONELINESS AND OTHER ESSAYS. By Agnes J. Larcum, Royal Academy of Music, London. Cloth. Published by Duckworth, 3 Henrietta street, London.

We rarely review essays. Our essay reading was done in the days of Emerson, Thoreau, and other favorites of essay days, but Mrs. Larcum's essays have captivated us.

Her "Loneliness" is unlike anything we are reading in the essays to-day. "Whatever is exceptional in conduct, gifts or attainments, of a certainty leads to some form of isolation. The peaks are always lonely; it is only the valleys that meet."

Books Received

"Deric in Mesa Verde." By Deric Nusbaum.—"Three Boy Scouts in Africa." By Robert Dick Douglas, Jr., David R. Martin, Jr., and Douglas L. Oliver. New York: G. P. Putnam's Sons.

"Educational Disability and Case Studies in Remedial Teaching." By Harry Baker. Bloomington, Illinois: Public Schools Publishing Company.

"Algebra for Today." By William Betz. Boston: Ginn and Company.

"Petits Contes de France." Enlarged. By Meras and Roth. New York: American Book Company.

"The Teacher's Handbook." By W. Elsbree, H. Halsey and E. Elsbree. New York: Columbia University.

"Secondary Education and Industrialism." By George S. Counts. Cambridge, Mass.: Harvard University Press.

"Am I Getting an Education?" Edited by Sherwood Eddy. Garden City, N. Y.: Doubleday, Doran and Company.

"Character Building Through Recreation." By Kenneth L. Heaton. Chicago: The University of Chicago Press.

"The Training of Elementary Teachers in German." By Thomas Alexander. New York: Teachers College, Columbia University.

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GRINS BETWEEN GRINDS

Earning Her Meal

The record in meanness is well established by the lady who called at the local shop in a country village in England and gave a small—very small—order for goods, including a ha'p'orth of cat's meat. The shopkeeper was muttering angry words to himself half an hour later as he made up the order, when a flurried and breathless maid servant dashed into the place. "H-h-have you sent off Mrs. Grableight's things yet?" she gasped.

"Just doin' 'em," snapped the grocer. as he struggled with a sea of parcels.

"Oh, thank goodness!" gasped the girl. "Then don't send the cat's meat. The cat's just caught a sparrow."

—

And Children's

Cohen and Isaacs, merchants, were rivals. During Health Week Cohen felt he had silenced his rival in advertising. Early on Monday morning he displayed a sign bearing the Latin inscription:—

MENS SANA IN CORPORE SANO

("A healthy mind in a healthy body")

But he underestimated Isaacs. For in less than three hours the front of Isaac's shop was graced with a sign bearing these words:—

MENS SANA IN CORPORE SANO

—AND WOMEN'S, TOO.

—

A Good Loser

The moon was great, and they were all alone underneath it. They were quiet—and then something slipped. It was his arm around her waist. He had a brainstorm. "Lib," he breathed, "you say you won't let me kiss you. I'll bet a dollar I can without touching you."

"I'll bet."

He kissed her right on the cheek.

"But you touched me," she yelped, not disappointedly.

"I know it; here's your dollar."

—

How Funny!

Husband—"Your check to the groceryman has just come back from the bank marked 'No funds.'"

Wife—"That's queer. I saw an ad in the paper only yesterday that the bank has a surplus of over $3,000,000."

—

Social Aspirations

Mrs. Ladidah—"I'm going to enter Fido in the dog show next week."

Friend—"Do you think he will win?"

Mrs. Ladidah—"No, but he'll meet some nice dogs."

—

"English As She Is Wrote"

The following is a copy of a letter sent by a lady teacher to the Director of Education, Manila, and reads:—"Dear Sir, I have the honor to resignate as my works are many and my salary are few. Besides which my supervising teacher makes many loving to me which I only reply, 'Oh not, Oh not!'—very respectfully, Josefina."

A Tip

To the Health Editor—"What is the best thing to take when you are run down?"

Dear Miss S—"Take the number of the car and names of witnesses."

—

Knew What He Needed

Tommy after going to bed became thirsty. He called out: "Mamma, I want a drink."

Mother's voice answered back: "Tommy, you go to sleep."

Tommy was silent for ten minutes. Then: "Mamma, I want a drink."

"Tommy, go to sleep at once!"

"But, mamma, I want a drink."

"If you don't go to sleep this minute, I'll come and spank you."

More silence, this time for about two minutes. And then:

"Mamma, when you come to spank me, will you bring me a drink?"

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New Educational Demands

By Dr. Edwin C. Broome
Superintendent, Philadelphia

[From Address at Drexel Institute.]

The most important problem before the American people today is the preparation of our children to live successfully in a new and changing world.

The director of an educational institution now faces difficulties which his predecessor of fifty years ago did not encounter. For the great majority of children formal education ended with the common school. A very small proportion went on to high schools and academies. Most of those who attended college were preparing to enter the learned professions; and a curriculum largely devoted to the humanities, philosophy, and pure science served their purpose.

Since 1890 a new era has come upon us, totally different from any preceding era in all history—the age of electricity. The electric motor has revolutionized the world in forty years. It has changed our industries, and has made possible gigantic undertakings which were never dreamed of by earlier generations. It has altered our methods of transportation and communication, has made close neighbors of hitherto distant peoples, has changed our attitude towards foreign nations, and has compelled us to adopt new ways of dealing with them, and has even brought upon us social and moral problems which we have as yet been unable to solve.

If education is preparation for successful living, it is evident that the plan of education today cannot follow that of forty years ago, however satisfactory that may have been for its day and generation. We are today faced with new and difficult problems incident on a rapidly changing world. Who would have predicted twenty-five years ago that in 1928 the automobile industry would be the largest single industry in the United States? What schoolmaster in the nineties would have forseen courses in auto-mechanics in most of our higher schools, as we find them today? Who, even ten years ago, would have predicted the demand for instruction in aeronautics? If the automobile has increased the difficulty of controlling our boys and girls today, and of supervising their conduct, what added anxiety may not the airplane give to our sons and daughters when their children become adolescents?

Today the American people earn more money, and have more leisure in which to spend it than any people since civilization began. This fact brings upon us a new set of social and moral problems which our young people must be prepared to meet. How are they going to use their money and extended leisure,—dance more, go to more cheap shows, flock in greater numbers to prize fights and horse races, read more trash, and listen to more jazz? Or, patronize the opera and good concerts more, listen more to good lectures and sermons, read better literature, sing and play good music, study nature and fine art, and engage as participants, rather than as cheerers, in healthful physical sports? Increasing incomes and extended leisure have brought another difficult problem into the field of education.

Preparation for successful living means preparation to enjoy life rationally, through trained ability to appreciate good literature, music, art and drama, to keep healthy and wholesome-minded by participation in games and other forms of recreation; to enter intelligently into the civic life of the community through trained ability to understand economic, political and social problems; and to appreciate values,—to distinguish the worthy from the unworthy, the true from the false, the beautiful from the ugly, refinement from crudity, sincerity from cant, the decent from the indecent in conduct, manners and dress, to distinguish between values that are enduring and those that are transient.

This objective cannot be obtained through a curriculum which served well forty years ago, any more effectively than present-day traffic problems can be solved by the restoration of the stage coach; although there are those who still argue that the old curriculum of the humanities should be restored. Nevertheless, there are elements of that curriculum for which we have not yet found, and may never find, a satisfactory substitute. Neither can we hope to meet our new responsibility to American youth by importing the plan of Heidelberg, Oxford, or the Sorbonne. The European plan of education, especially of higher education, is intended for nations where the class system of social organization has always predominated. We must solve our educational problems as Americans, for young Americans, and in the American way.

Meetings To Be Held

SEPTEMBER

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

BOSTON PUBLIC SCHOOLS: The school term will begin on Thursday, September 12, 1929. Principals and Directors are required to report for duty on MONDAY, September 9, 1929. Teachers and members of the supervising staff, OTHER THAN PRINCIPALS AND DIRECTORS, are required to report for duty on Wednesday, September 11, 1929.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the Six-Year Course): On Wednesday, September 11, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington Avenue, near Longwood Avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin schools, will be examined on Wednesday, September 11, at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOL: Examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 11, 1929.

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling. Grammar and Composition; History and Civil Government of the United States; Geography; and Arithmetic.

For further particulars apply to the undersigned.

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